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17. ABSTRACT (MAX. 250 WORDS)

As part of the concerted effort to alleviate reading problems in Project schools, librarian services were provided to assist in developing reading programs and in aiding teachers in finding appropriate materials. Full time librarians were assigned to the two Project schools.

The program was designed to stimulate student interest in the library, to develop reading habits, and to facilitate maximum use of resources by teachers. Class visits to the library and time for student consultation were provided to instruct the student in the use of the library. Story hours and free browsing time were also provided; the hour after school was used for this purpose and for checking out books. Book clubs and library-related activity groups also met after school under the supervision of the Project librarians.

Librarians set time aside to consult with teachers; they helped develop interesting reading activities for use in the classroom. Library materials were augmented by magazines, paperbacks, and books concerned with minority group personages.

Information was collected to determine the effect of a special library program on volume of circulation, types of students who participated, and reactions of the faculty to the services. Evidence suggests desirable improvements in interest levels reflected in the large circulation increases in both schools.

The library served a variety of needs since children of many reading skill levels voluntarily used it. Virtually the entire school received service. Teacher estimates of the value of the program as a whole were extremely high; there was strong interest in having such a program continued.

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REPORT ON EVALUATION OF ELEMENTARY SCHOOL LIBRARY PROGRAMS

I. INTRODUCTION

As part of the concerted effort to alleviate reading problems in Project schools the proposal to Ford Foundation specified that librarian services would be provided to assist in developing reading programs and in aiding teachers in finding appropriate materials.

Two skilled elementary school teachers with comprehensive librarianship training were assigned as fulltime librarians at the two Project schools. Up to this time fulltime librarians have not been provided in the district's elementary schools. It was hoped that the provision of highly trained personnel would stimulate increased interest in library and reading habits. Facilitating maximum utilization of the resources of the library by regular classroom teachers was another goal in the library programs at both schools. The programs were thus designed to provide services to both teachers and students.

Each morning librarians were available for consultation with teachers on materials appropriate for use in regular classroom programs in reading, social studies, and other curriculum areas. Another form of extending the school day in the library was the careful scheduling of class visits by the librarian in order to maximize the usage of the facilities. Class visits were alternated with periods set aside for student research projects and student consultation with librarians on related problems.

The noon period, was a time well utilized by the Project school librarians. The librarians sought to heighten interest in literature through story hours, free browsing time, and allowing children to check out books during this time.

Another period of time not usually utilized in elementary school libraries is the hour immediately after school. Again relaxed time for browsing, consultation with the librarian on special interests and/or research problems, and checking out books was provided. Book clubs and library related activity

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groups also met after school under the supervision of the Project librarians.

A full time librarian spending her entire time within a specialized field is able to be more familiar with the collections of the respective school libraries than a teacher who must assume library duties over and above a full class load. This is true particularly with new material which is regularly provided by the district central library services. Amelioration of this problem of unfamiliarity of teachers with materials was sought in the Project school library programs.

In specialized presentations of highlights of books, topical displays of books, and short story periods the librarians were often able to generate high levels of enthusiasm in classes. Teachers and librarians working together made special efforts to provide high interest material to all children with particular sensitivity to the difficulty level appropriate to the individual child. Here again the librarians were able to call into play their comprehensive familiarity with their specialty.

Both librarians helped teachers develop interesting reading activities which the teacher could carry on in their own classrooms. Displays of dioramas, picture projects, puppets, and other reporting devices were held in both libraries. Thereby library reading was made a very special part of the child's school experience.

Materials new to the library were highlighted regularly at faculty meetings. Approximately $5000 was spent during each of the first two years for materials to augment the collections of the two elementary school libraries. These materials included magazines, paperback books of high interest, books concerned with minority group personages, and additional copies of classics and other books of high topical interest. Librarians found paperback books highly stimulating to some students who were otherwise disinterested in books.

Regular instruction in library skills has been provided in both schools.

Children learn about the proper care of books, what services a librarian offers, how most library collections are organized, how to use basic reference materials, and other facts which will enable them to receive maximum benefits from the library.

II. PROBLEM

The task undertaken in this report is to present an analysis of the information collected which relates to the Project library programs. Questions which are posed are as follows:

1. What effect has the presence of a special library program had on the volume of circulation in the two elementary school libraries?
2. Has there been any indication of heightened interest in library programs as indicated by increased attendance? How many actual contacts or to how many students is the librarian able to provide services?
3. What types of students are found to be participating in the voluntary programs the librarians provide?
4. What was the reaction of the faculties to the services offered to them and their students?

III. METHOD

Librarians kept records of weekly circulation tendencies which were forwarded to the office of the Project Director at different intervals. An annual report was submitted describing club activities, programs being initiated, circulation volumes, and other pertinent aspects of the programs at the respective schools. Most of the data herein reported were derived from these reports.

A faculty questionnaire was distributed to all of the teachers at the two schools at the end of the second year of operation (see attachment number 1).

No skills test was available for evaluating progress in learning library skills. However, such an instrument has been devised and will be used in evaluating this aspect of the library program during the third year. (See attachments numbers 2 and 3).

In the early Spring of 1964 teachers were asked to rate the reading performance levels of voluntary attenders. Lists of students who were considered consistent voluntary attenders in one or more voluntary programs were prepared by the librarians. These lists were presented to the teachers on a rating form. Instructions asked the teachers to estimate the reading performance level of each child. The categories used in these ratings were far above grade level, above grade level, on grade level, below grade level or far below grade level.

I
IV. RESULTS

A. Circulation of Books

Major attention of the librarian was devoted to serving children. Detailed records of categorized circulation counts were not possible without detracting from these child-centered services. However, the following estimated circulation figures are given for the two schools. These have been provided by the librarians and were derived from the general records of circulation volume which they were able to keep.

TABLE 1 ESTIMATED ANNUAL LIBRARY CIRCULATION AT TWO PROJECT ELEMENTARY SCHOOLS

	SCHOOL YEAR 1962-63	SCHOOL YEAR 1963-64
Sobrante	28,000	30,000
Stonehurst	17,700	(Figures not available)

Records on circulation for the pre-project period do not exist. However, some suggestion of the increase in circulation at the two libraries is obtained from the report of one of the librarians who noted that her early Fall 1962 monthly circulation was approximately 900 books per month. This might be roughly equivalent to one book per child in that school. By late spring this figure had jumped to nearly 3300 books monthly, a remarkable change.

Using a simple ratio of books divided by pupils, this librarian estimated an average circulation of forty-one books per pupil for the school year 1962-63 and fifty-nine books per pupil in 1963-64. In an area of the city often characterized by the absence of stimulation to read and/or the presence of reading material, these figures are encouraging.

The extended school day program accounted for some part of the circulation increases. Estimated daily noon-time circulation was between 25 and 40 books at each library. Early Fall 1962 after school circulation averaged about 35 books daily but this figure increased to 70 to 100 books daily by the end of the year.

B. Library Program Attendance Tendencies

As in the case of circulation figures exact daily records were not feasible. The librarians however, were familiar with class sizes, club rolls, story hour attenders and other after-school visitors and this made possible the estimates which follow. All classes received weekly library skill instruction and/or exposure to interest building presentations by the librarian and the teacher. Librarians at both schools estimated regular class contacts of this nature accounted for five to six hundred pupil visits per week. To a surprising extent the librarians were able to become individually familiar with students and, in cooperation with the regular

classroom teacher, to do considerable guiding of each child's reading activities.

After school attendance estimates range from 150 to 400 weekly in Project libraries which were kept open for an extra hour each day after school. These after hours attendance figures are particularly significant. Non-school time library visiting was a new activity for many of these children since only a very small, part time public library branch is available in the neighborhood. The more complete regular public library branch is beyond walking distance for most elementary school children.

Children attending noon time programs were mostly third through sixth graders. Between 30 and 50 would come to story hours, to browse, or to check out books during these daily sessions.

A total of nearly 200 individual children at one school and 350 such children at another school were fairly regular attenders in the voluntary library programs. Several questions have been raised as to the types of students using the library in these other-than-regular-classroom programs. This means noon, after school and club activities. Project librarians gave indications that they felt the voluntary attenders represented a broad spectrum of behavior types and achievement levels. The information presented on table 2 represents an effort to document one pertinent characteristic of this voluntary attending group - reading performance levels.

TABLE 2 TEACHERS' ESTIMATIONS OF READING PERFORMANCE LEVEL OF VOLUNTARY LIBRARY PROGRAM ATTENDERS

GRADE GROUPS		ESTIMATED READING PERFORMANCE LEVEL											
		Total Students	Far Above Grade Level		Above Grade Level		On Grade Level		Below Grade Level		Far Below Grade Level	
			N	%	N	%	N	%	N	%	N	%
FIRST GRADE:	Sobrante	57	0	0	6	11	29	51	13	23	9	16
	Stonehurst	1	0	0	0	0	1	100	0	0	0	0
SECOND GRADE:	Sobrante	51	0	0	4	8	22	43	13	25	12	24
	Stonehurst	1	0	0	0	0	1	100	0	0	0	0
THIRD GRADE:	Sobrante	53	3	6	2	4	23	43	22	42	3	6
	Stonehurst	48	5	13	9	19	15	31	15	31	4	8
FOURTH GRADE:	Sobrante	50	1	2	7	14	19	38	19	38	4	8
	Stonehurst	51	4	8	18	35	9	18	17	33	3	6
FIFTH GRADE:	Sobrante	60	4	7	7	12	21	35	11	18	17	28
	Stonehurst	52	3	6	7	13	13	25	22	42	7	13
SIXTH GRADE:	Sobrante	49	3	6	13	27	15	31	11	22	7	14
	Stonehurst	30	3	17	8	27	7	23	5	17	5	17
TOTALS:	Sobrante	320	11	3	39	12	129	40	89	28	52	16
	Stonehurst	183	17	9	42	23	46	25	59	32	19	10

The information on first and second graders at Stonehurst library will not be considered in the following analysis because it is apparent that this particular phase of the Stonehurst library program was not geared for attendance by this grade level. Of particular interest is the fact that between 34% and 55% of the students at every grade level were rated "below grade level or far below grade level". The total (all grade) percentages in these categories are 44% and 42% for each school respectively. Of these, 16% at one school and 1% at the other were rated in the lowest category "far below grade level".

On the other side of the continuum, those above grade level or far above grade level were represented by 15% at one school and 32% at the other school in these categories.

At all grade levels (excluding first and second grades at Stonehurst) students with a wide variety of reading skills are attending voluntary library programs.

C. Responses of Faculty on Questionnaire Related to Library Program

Another source of evaluation information collected was the response of the professional staff. A questionnaire designed for gathering the opinions and reactions to the program by the teaching staff was administered in the Spring of 1964. (See attachment number 1).

In response to a question asking for an estimate of how good a job was done in the library program, 97% gave a rating of "very good" or "excellent". Two thirds of these teachers indicated an "excellent" rating.

Unanimously the teachers noted increased interest levels in books and reading in the classes as a result of the program. Forty-three per cent indicated a "great increase" in this interest. Ratings on the effectiveness of the program in widening the reading patterns and interest were as

follows: 33% "effective"; 50% "very effective"; 13% "extremely effective"; -- a total of 96%. An increased amount of reading was noted in 88% of the classes. Thirty-one per cent of the teachers estimated the program had "greatly increased" the reading done by their students.

Accompanying teachers' verbatim comments related to strengths and weaknesses are overwhelmingly positive. These comments on the values of having library programs in the elementary schools are highlighted by phrases such as these: "indespensible," "excellent accessability," "arouses interest," "saves considerable teacher time," and "children feel more at home with books." Parts two and three of the questionnaire relate to teachers' ratings of library services to students and teachers respectively. No attempt has been made to rank the areas of service. The ratings indicate that a great variety of services were provided to both students and teachers with considerable frequency. It would appear that those services intended primarily for students were the ones most often given by librarians.

Heavier frequency of services in some categories, such as instruction on the card catalog, are to be expected in the upper grades. Hence, these services are less often reported as being received "many times" as compared to services in areas such as aiding book selection.

D. Development of Library Skills Test for Elementary School Children

A project related to both the library instruction program and evaluation efforts has been the development of a library skills test for children of the elementary school ages. This has been done by one of the Project librarians and the Research Assistant with the cooperation of the Offices of the Coordinator of Library Services and the Oakland Public Schools Research Department.

Primary purposes of this instrument are related to the library instructional program. The test parallels certain library curriculum guides which are being developed by the Offices of the Coordinator of Library Services and the Project librarian. Up to this point no comprehensive instrument for systematic evaluation of achievement of the instructional goals of the library skills program has been available. That is why the present evaluation report on the effect of the library program on achievement of skill development must remain in the sphere of teacher estimates and ratings.

Besides providing periodic feedback for adjusting the instructional program, the library skills test will be used in the third year evaluation of the Interagency Schools library program.

A pilot administration of this instrument to nearly 500 students (4th, 5th and 6th grade) revealed that the large majority of the items were discriminating between high and low achieving students. A split-half reliability coefficient of .81 was obtained in the analysis of a random sample of 100 papers. With a few minor refinements the test will be ready for use in the Fall program.

V. DISCUSSION

The information presented in the above sections is largely descriptive in nature. For the present, attendance in library programs and the checking out of books must be assumed to be desirable goals in themselves, i.e., that attitude and reading improvements will result.

This report has not undertaken to determine the effects of the library visits or library club membership on reading achievement test performance per se. It is assumed that children do in general read the books they take out and that there are other values accruing from this process of checking out books. Some values may be embryonic, i. e., the dawning of the interest in books and their content.

Who is to say, in the context of the wide variety of individual differences among children, that pupil A looking at a beautifully illustrated science book without concern for accompanying narrative is getting less from the book than pupil B, who may be fully engrossed in the adventures of his favorite baseball hero.

This assumption that the children do read the books they check out is reasonable since teachers and the librarians make careful attempts to follow the library reading programs of all students. Although a comprehensive check is not possible on each book every child reads, many pupil contacts and interviews are made. Requiring children to write book reports on every book read has not been the goal of the library program however. Rather it was the desire of the librarians to develop in the children a love of books and increased reading.

Certain definite increases in circulation and regular attendance of students in both classroom visits and voluntary programs (which had not previously existed) are indications that the library has been brought in to a more prominent position in the school experience of these children. The students in these schools have now been more frequently exposed to the resources of the library and the potential rewards they offer.

Voluntary attendance, per se, is an encouraging sign of progress in building library interest. The wide spread of reading abilities possessed by these voluntary attenders speaks well for the program. Apparently a whole constellation of interests and reading levels are being served. Contrary to some previous speculation, an appreciable portin of the library users are less than average readers. Although the library program is interested in fostering maximum growth in all students, the objectives of the Interagency Project include a strong concern for those who are doing poorly in reading and language development in

the early grades. It would appear that a sizeable portion of these students are being served in the library program.

Teachers have attested to the wide variety of services provided and the values of these services. Teachers have expressed very high ratings on the effect of the library program in promoting interest, growth, and a variety of reading experiences in their students.

VI. CONCLUSIONS

A. A large number of visits are being made by students in the Project library program. Virtually the entire school is receiving service.

B. Desirable improvements in interest levels seems to be reflected in large circulation increases in both schools.

C. Children of many reading skill levels voluntarily use the library indicating that the library is serving a variety of needs.

D. Teacher estimates of the value of the program as a whole are extremely high.

E. There is a strong interest on the part of the faculties in having such programs continued in the Project schools.

ROUGH DRAFT
9/11/64
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EVALUATION OF THE ELEMENTARY SCHOOL LIBRARY PROGRAM

The Librarian has attempted to provide a variety of services to all of the members of the faculty and student body. It is realized, however, that the amount of contact and the number of services provided may have varied widely.

Having a full-time librarian in the elementary school is rather unique in Oakland and many other districts. We would like to ask your cooperation in helping us to evaluate this program in so far as giving your opinions on:

1. How effective was the librarian in terms of services to teachers?

2. How effective was the library program in stimulating good attitudes and progress in the students?

3. Which services were most valuable to you?

It is implied in some of the following questions that you will be able to speculate on the effectiveness of the library program in comparison to a situation which might have existed if there had been no library program. It is realized that some teachers may feel that just as good progress would have been made by the children without a librarian or library program. This may, however, be the case in one area more than another.

If the questions are ambiguous, an attempt will be made to explain their meaning and intent. Feel free to question their meanings.

PART I: THE OVER-ALL LIBRARY PROGRAM

1. Over-all, how good a job do you feel was done in the special library program in your school?

25 Excellent	15 Very Good	2 Good	0 Fair	0 Poor
(68%)	(29%)	(4%)	(0%)	(0%)

2. What effect has having a librarian and library program had on the interest level of you class in books and reading?

22 Greatly increased their interest level	30 Increased their interest level	0 Their interest level is about the same	0 Their interest level a little lower now	0 Much lower level of interest now
(43%)	(57%)	(0%)	(0%)	(0%)

3. How effective would you estimate the library program has been in widening the interests and reading patterns in your class?

7 Extremely effective	26 Very effective	17 Effective	0 A little effective	1 Not effective
(13%)	(50%)	(33%)	(0%)	(2%)

4. How much would you estimate the library program has influenced the amount of reading done by your class?

16 Greatly increased the amount	30 Increased the amount	3 Reading about the same amount	0 Reading less now	0 Reading much less now
(31%)	(57%)	(8%)	(0%)	(8%)

PART II: SERVICES TO STUDENTS

AREAS TO BE RATED: The librarian conducted a regular instruction program with all classes. How effective was this program?	DID YOUR CLASS RECEIVE SERVICE IN THIS AREA?			HOW EFFECTIVE WERE THESE SERVICES AND/OR PROGRAM?				
	Many times	A few times	Very little or none	Extremely effective	Very effective	Effective	A little effective	Not effective
Instruction on how to select books of an appropriate difficulty	37 (71%)	9 (17%)	4 (8%)	11 (21%)	14 (27%)	17 (33%)	1 (2%)	0 (0%)
Instruction on the use of the card catalog	23 (44%)	5 (10%)	10 (19%)	6 (12%)	12 (23%)	8 (15%)	0 (0%)	0 (0%)
Instruction on the organization of the library (including Dewey Decimal System of Classification in upper grades)	24 (46%)	7 (13%)	8 (15%)	7 (13%)	10 (19%)	0 (0%)	0 (0%)	0 (0%)
Instruction on the care and handling of books	37 (71%)	11 (21%)	0 (0%)	11 (21%)	13 (25%)	21 (40%)	0 (0%)	0 (0%)
EXTRA PROGRAMS IN ADDITION TO CLASS VISITS: 1-Library was open after school to increase circulation & interest	37 (71%)	1 (2%)	6 (12%)	13 (25%)	10 (19%)	14 (27%)	0 (0%)	0 (0%)
2-Story hour-to build appreciation, enjoyment and interest in children's literature	36 (69%)	7 (13%)	6 (12%)	11 (21%)	15 (29%)	10 (19%)	6 (12%)	1 (2%)
3- Book Club-to build appreciation, enjoyment and interest in children's literature	23 (44%)	5 (10%)	8 (15%)	8 (15%)	4 (8%)	14 (27%)	2 (4%)	0 (0%)
4-Library assistants-objectives as above and to provide recognition and leadership experience	23 (44%)	2 (4%)	11 (21%)	8 (15%)	9 (17%)	7 (13%)	0 (0%)	1 (2%)

OTHER PROGRAMS FOR CHILDREN WHICH YOU FELT HELPED YOU CLASS CAN BE NOTED BELOW AND ON THE BACK OF THIS SHEET

PART III: SERVICES TO FACULTY

AREAS TO BE RATED: The library was open each morning before school for faculty use. How helpful was the librarian in the following areas?	DID YOU RECEIVE SERVICE IN THIS AREA?			HOW HELPFUL WERE THESE SERVICES TO YOU?				
	Many times	A few times	Very little or none	Extremely helpful (5)	Very helpful (4)	Helpful (3)	A little helpful (2)	Not helpful (1)
Providing teacher-materials for reading program	31 (60%)	14 (27%)	4 (8%)	20 (39%)	16 (31%)	6 (12%)	1 (2%)	2 (4%)
Providing teacher with materials for instructal programs in science, social studies, etc.	32 (62%)	15 (29%)	3 (6%)	25 ((48%)	13 (25%)	8 (15%)	1 (2%)	1 (2%)
Providing materials other than books—pictures, magazines, lists, etc.	15 (29%)	14 (27%)	12 (23%)	12 (23%)	14 (27%)	4 (8%)	3 (6%)	2 (4%)
Suggesting books to be read by teacher to class	23 (44%)	19 (37%)	5 (10%)	18 (35%)	14 (27%)	7 (13%)	2 (4%)	2 (4%)
Introducing teacher to new library materials or material new in library	33 (64%)	13 (25%)	1 (2%)	18 (35%)	19 (37%)	6 (12%)	0 (0%)	0 (0%)

What do you think are the strengths of a Library Program like this one? _____

See attached verbatim responses

What do you think are the weaknesses of a Library Program like this one? _____

See attached verbatim responses

STONEHURST

ADDITIONAL COMMENTS-EVALUATION OF THE ELEMENTARY SCHOOL LIBRARY PROGRAM

Question-"What do you think are the strengths of a Library Program like this one?"

COMMENTS: Indispensible to any school or grade-a must in a good instructional program.

Stimulate interest in abilities and interests.

A library such as this has helped in strengthning the children in being able to find information for themselves.

The strengths of such a program can not be measured. It should be carried on in every school.

Increases some interest in Library use.

Everything

Its strength lies in its presence and the quality of its librarian.

It is especially helpful in keeping up interest in graders in reading. Taking out books by themselves makes them feel very grown-up.

Arouses interest in libraries and reading, promotes good library habits from kdg. on. Ideally should be provided in every school.

Saves teacher many hours selecting books, checking up on books, getting books, to and from library.

A greater availability of reading material. Stimulated their reading interests.

The values of children's literature are almost unknown to most t teachers. Our librarian filled a real need especially in working with older children.

Excellent accessability

Certainly helped to develop interest in reading and getting information.

Saves considerable teacher time because librarian is familiar with books and able to quickly put her hands on them. Should be in every school.

Educating children to the use and location of materials in the library.

Availability of books and guidance during school and after school.

The children obtain a more thorough knowledge of the library books and library techniques.

This has been a very important part of the school program which should should definately be continued.

Gives a pleasurable culmination to class-room efforts.

Very worthwhile.

I hope that Mrs. Anderson will be able to stay with us. She has done an excellent job.

Question-"What do you think are the weaknesses of a Library Program like this one?"

COMMENTS: Too many pupils for the facilities available

Confusing sometimes to children of very low ability level.

Failure to interest greater numbers of pupils.

Too little time for each class

None

Larger library, more librarians

Needs an assistant considering numbers of children handled.

Requiring time out of class for library aids to pass notices of club meetings, overdue notices, etc.

The strengths far outweigh any weaknesses that may exist. I can't pin-point any weaknesses.

Can't be individualized enough

Needs something to interest low readers more

ADDITIONAL TAB-Evaluation of Elementary School Library Program-Sobrante Park

Q-What do you think are the strengths of a Library Program like this one?

COMMENTS: Very helpful in creating a desire to read: Dramatic play, expression also creative writing.

Kindergarten children love to get attention from others besides their teacher. The library and librarian have become special to them. The library is an important room and books are therefore important. The librarian is their friend and they enjoy her friendship.

It provides one with speedy and up to date material and knowledge.

The experience of having a qualified librarian to present all of the above activities.

The program is a wonderful experience, stimulating and extremely helpful.

The detailed teaching a special teacher can give.

The entire school is fully benefited throughout the year with a well organized program.

I feel that a directed library program is excellent and certainly helps encourage reading and learning of library skills.

This is the best contribution that can possible be added to the school. Please continue it. The children truly enjoy the library and look anxiously to their time to enter as a class. My class has learned many things about the library-purpose, operation and pleasure of it.

This program provides children and teachers with professional help which regular teacher can't do.

Makes the library materials much more available to teacher and student.

Children have been helped to feel more at home with books and in a library. A positive feeling toward reading has been a result in many cases.

The library provided enrichment materials for our reading classes. As well as material of instruction for special groups.

I think the Library has been wonderful for the children. Miss Vandercook has been a wonderful Librarian.

After school services were especially helpful-children were very interested in checking out books.

It helped me greatly to be told of all the new materials in the library. The librarian knew I'd be especially interested in certain things.

A well trained, friendly, efficient librarian.

Aquaints children and teachers with library. Relieves teacher load.

Stimulation of childrens interests in literature and library research.

A library program such as this one helps tremendously with providing much needed experiences for pupils with limited backgrounds.

ADDISIONAL TAB-Evaluation of the Elementary School Library Program-Sobrante Park

Q-What do you think are the weaknesses of a Library Program like this one?

COMMENTS: Teachers do not always follow through or participate completely.

It is so superior to not having a librarian that no weaknesses are apparent now.

Assistants are needed. There is too much to do for only one person. Should be open to all students every day instead of limited check out days.

I think the main weakness is that it can't continue-Three years is an excellent start.

I do not feel there are any weaknesses the program has been very effective.

I don't know of any weaknesses. I just hope it can continue. My children have benefitted greatly from it.

None were evident

The librarian has a very heavy load, which limits the extent of help she can give.

OAKLAND PUBLIC SCHOOLS
Office of the Coordinator of Library Services

LIBRARY SKILLS TEST: PART I

TO THE STUDENT:

This is a test of your knowledge about the library. Some of the questions will be easy for you to answer, some will be difficult. Answer as many as you can, and do your best.

This test has questions about the different kinds of library skills.

1. PLEASE DO NOT MARK ON THIS TEST BOOKLET. Put all of your answers on the separate answer sheet.

2. BE SURE THE NUMBER OF THE QUESTION AND THE NUMBER OF THE ANSWER SPACE ARE THE SAME WHEN YOU ARE MARKING AN ANSWER.

3. MARK ONLY ONE ANSWER FOR EACH QUESTION. If you think two answers are right, mark the best answer.

4. BE SURE YOUR MARKS ON THE ANSWER SHEET ARE HEAVY AND DARK so that the scoring machine will be able to "read" them.

5. RAISE YOUR HAND IF YOU NEED HELP WITH ANY WORDS OR PHRASES. A teacher will help you.

6. IF A QUESTION IS TOO DIFFICULT FOR YOU TO ANSWER, GO ON TO THE NEXT QUESTION. Do not stop.

APPROVED:
Edward F. Cockrum
Asst. Superintendent
4-25-64

Form for grades 4, 5 and 6

SAMPLE ITEMS

1. The best place to cross the street is:

    1. at any corner
    2. at a corner with a crosswalk
    3. at any place in the block
    4. in the middle of the block

2. What should you do if you break the point of your testing pencil?

    1. jump up and sharpen it
    2. use just any pencil out of your desk
    3. ask your neighbor for another pencil
    4. raise your hand and ask the teacher for another pencil

OAKLAND PUBLIC SCHOOLS

LIBRARY SKILLS TEST: PART I

3. What kind of book has P A on its spine?

1. primary book
2. reference
3. nonfiction
4. biography

4. What kind of book has 500 S on its spine?

1. biography
2. fiction
3. nonfiction
4. reference

5. What kind of book has R 030 C on its spine?

1. fiction
2. reference
3. biography
4. primary book

6. What kind of book has B L on its spine?

1. primary book
2. biography
3. reference
4. fiction

7. What kind of book has A on its spine?

1. fiction
2. primary fiction
3. nonfiction
4. reference

8. The system used for numbering books in the school library is called:

1. Library System of Classification
2. System of Classification
3. Library of Congress System of Classification
4. Dewey Decimal System of Classification

9. An individual biography is marked with the letters:

1. R
   B

2. B and the first letter of the author's last name

3. B and the first letter of the last name of the person the book is about

4. P
   B

10. A collective biography, such as, Know Your Presidents and Their Wives will be found in:

1. P
   B

2. 500

3. B

4. 920

11. Fiction books are arranged in alphabetical order on the shelves by:

1. size
2. title
3. subject
4. author

12. Nonfiction books are arranged on the shelves by:

1. size
2. title
3. subject
4. author

13. When you are looking at books on the shelves the call number is found:

1. on the spine of the book
2. on the pocket
3. on the title page
4. on the table of contents

14. The Dewey Decimal System is:

1. the subject classification of books
2. a form of arithmetic
3. a naval war hero
4. a way to subtract fractions

15. The card catalog is:

1. a list of magazines
2. a list of titles
3. a list of things to buy
4. an index to the library

16. On the catalog card the call number is found at:

1. the upper left hand corner
2. the bottom of the card
3. the middle of the card
4. the bottom right hand corner

17. Cards in the card catalog which have "see" and "see also" on them are called:

1. author cards
2. guide cards
3. cross reference cards
4. subject cards

18. There are three main types of catalog cards. Two of them are known as the author and subject cards, and the third is:

1. the book card
2. the title card
3. the date due card
4. the circulation card

19. To find out how many books your school library has about California, you would use:

1. a magazine about new books
2. the Dewey Decimal System of Classification
3. The card catalog
4. The encyclopedia

20. In looking up information about a person in the card catalog or encyclopedia, you would look him up alphabetically by:

1. first name
2. last name
3. middle name
4. initials

21. The author, the title, the illustrator and the publisher are found on the:

1. title page
2. dedication page
3. table of contents
4. index

22. A list of subjects arranged in alphabetical order at the back of the book is called:

1. a table of contents
2. a title page
3. a glossary
4. an index

23. To find the titles of chapters as they appear in a book you would use:

1. the index
2. the glossary
3. the appendix
4. the table of contents

24. To find the meaning of a word which is used in a book you would use:

1. the glossary
2. the appendix
3. the introduction
4. the index

25. To find additional information at the back of the book about a specific subject, you would use:

1. the glossary
2. the index
3. the introduction
4. the table of contents

26. The person who writes a book is called:

1. the publisher
2. the illustrator
3. the author
4. the librarian

27. The person who draws the pictures for a book is called:

1. the illustrator
2. the author
3. the publisher
4. the librarian

28. The best way to mark the place in a book you are reading is to:

1. use a bookmark or piece of paper
2. use a pencil
3. turn down the corner of the page
4. write the numbers on the cover

29. A bibliography is:

1. a life of a person
2. a list of books
3. a science of animals
4. a kind of arithmetic

30. A book about the life of George Washington by G. Foster is called:

1. an autobiography
2. a fiction book
3. a biography
4. a science book

31. An author needs a copyright so that:

1. he may make another copy of his book
2. he may know the date he wrote the book
3. no part of the book may be copied without his permission
4. many copies may be printed

32. When you are browsing to find a book you should always use:

1. a shelf marker
2. a table
3. the floor
4. a pencil

33. Which reference book would give you all definitions for the word cloverleaf?

1. Webster's New International Dictionary (Unabridged)
2. Rand McNally World Portrait Atlas
3. Compton's Pictured Encyclopedia
4. Index to Poetry

34. Webster's New International Dictionary (Unabridged) is:

1. a list of only the most important words in the language
2. a dictionary of proper names
3. a dictionary of the main bridges of the world
4. a dictionary including almost all the words in the language

35. In which reference book would you look to find how many cities in the United States are named Oakland?

1. Junior Book of Authors
2. National Geographic Magazine
3. World Almanac
4. Collier's World Atlas

36. Where would you find a diagram showing the inside of a baseball?

1. World Almanac
2. The Global Atlas
3. Index to Fairy Tales
4. Britannica Junior Encyclopedia

37. To locate a poem about Lincoln you would use:

1. Index to Poetry
2. A Child's Garden of Verses
3. Laughing Time
4. Junior Book of Authors

38. Which index would you use to find the story The Ugly Duckling by Andersen?

1. Index to Fairy Tales
2. Index to Poetry
3. World Almanac
4. Collier's World Atlas

39. Which reference book would give you biographical information about Armstrong Sperry who wrote Call It Courage?

1. Collier's World Atlas
2. Junior Book of Authors
3. World Almanac
4. Index to Poetry

40. Which reference book would tell you Babe Ruth's lifetime baseball record?

1. Junior Book of Authors
2. Goode's World Atlas
3. World Almanac
4. Collier's World Atlas

OAKLAND PUBLIC SCHOOLS
Office of the Coordinator of Library Services

LIBRARY SKILLS TEST: PART II

TO THE STUDENT:

You have already taken Part I of this "Library Skills Test". It had 40 questions on it. Your last answer was marked in space number 40.

We are beginning Part II now. The first question on this part of the library test is numbered 61. Someone may ask, "What happened to all of the 40 and 50 numbers?"

The answer to this question is that the machine which scores these papers must have a few answers left blank, or empty, between parts of the test. There are no questions between 40 and 61.

Look at your answer sheet until you find number 61. That is where you will start marking your answers for this part.

Before we open this test and begin working, let's review some hints on doing your best.

1. PLEASE DO NOT MARK ON THIS TEST BOOKLET. Put all of your answers on the separate answer sheet.

2. BE SURE THE NUMBER OF THE QUESTION AND THE NUMBER OF THE ANSWER SPACE ARE THE SAME WHEN YOU ARE MARKING AN ANSWER.

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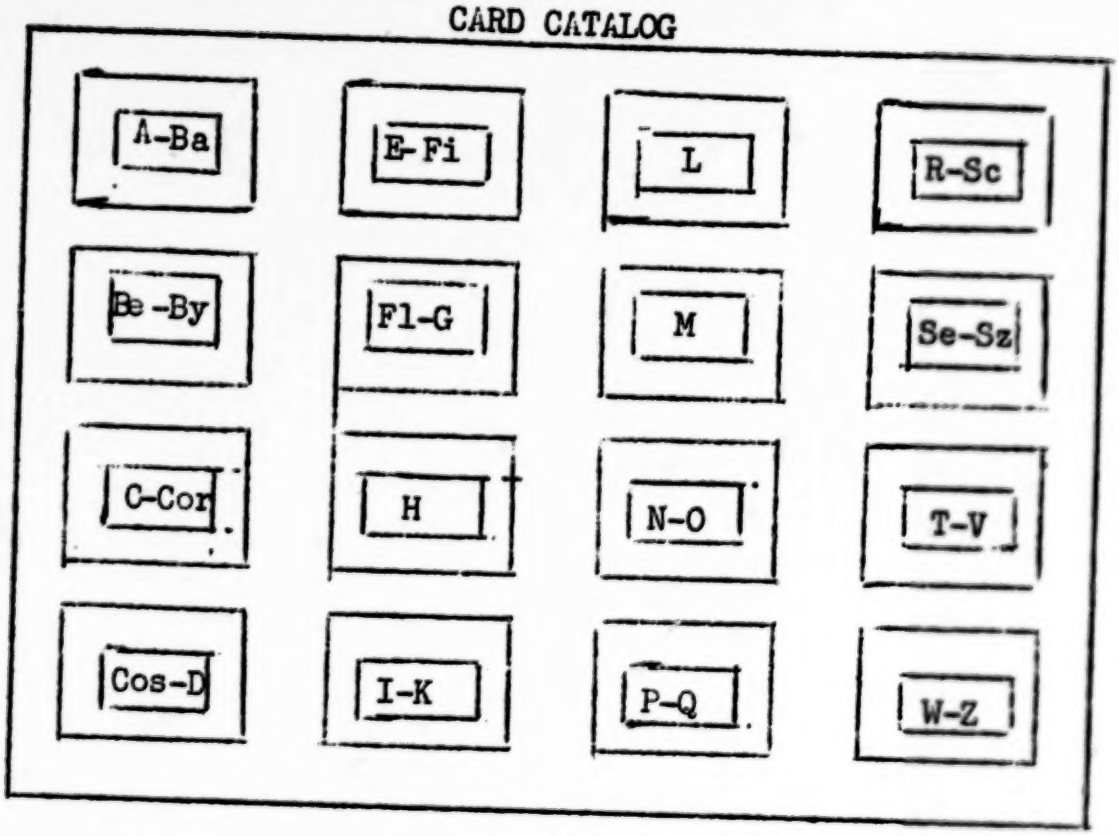
6. IF A QUESTION IS TOO DIFFICULT FOR YOU TO ANSWER, GO ON TO THE NEXT QUESTION. Do not stop.

OAKLAND PUBLIC SCHOOLS

LIBRARY SKILLS TEST: PART II

CARD CATALOG



Directions: Above is a picture of a card catalog showing the drawers with the guide letters on them. Choose the guide letters of the drawer in which each of the following books would be found.

61. 500 Hats of Bartholomew Cubbins

1. Cos-D
2. H
3. E-Fi
4. A-Ba

62. A book about butterflies

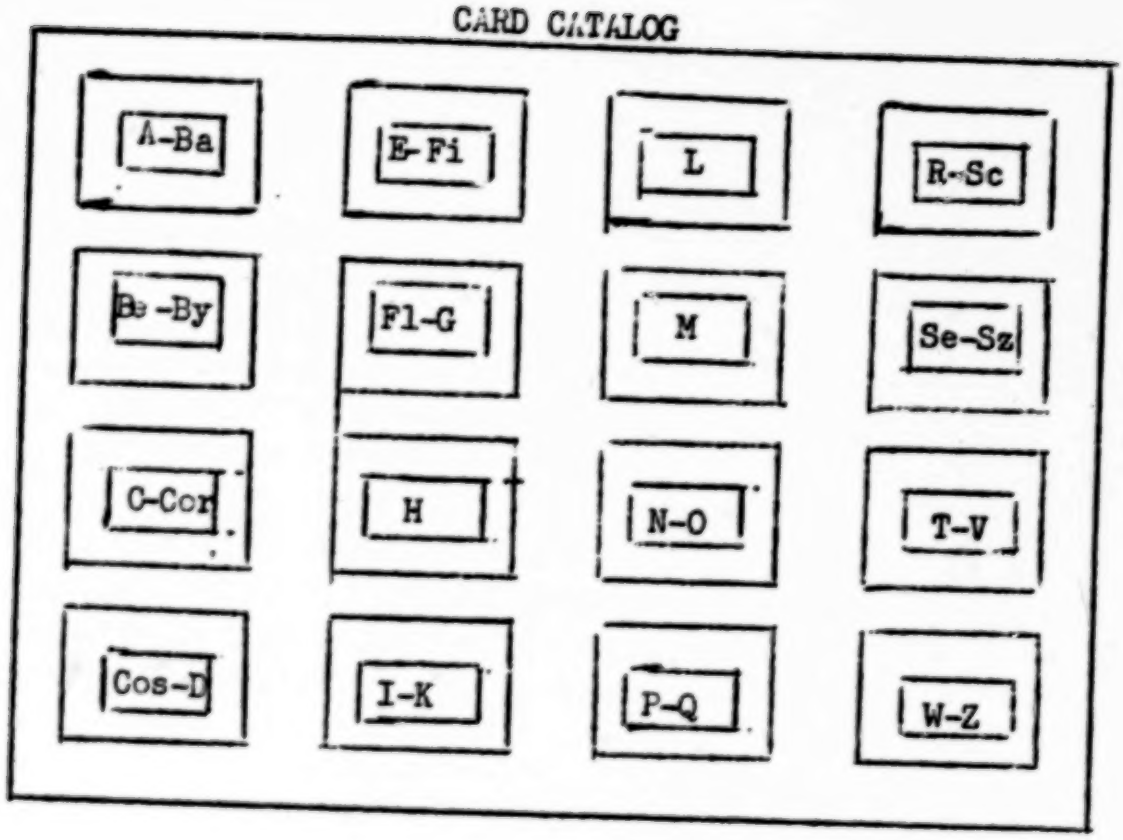
1. Fl-G
2. Be-By
3. A-Ba
4. H

63. A book by Wesley Dennis

1. W-Z
2. Cos-D
3. R-Sc
4. Be-By

64. A book about the United Nations

1. N-O
2. Fl-G
3. T-V
4. H



65. The Adventures of Tom Sawyer

1. A-Ba
2. R-Sc
3. T-V
4. M

66. An Outside Cat

1. A-Ba
2. Fl-G
3. C-Cor
4. N-O

67. Mr. Popper's Penguins

1. P-Q
2. H
3. Be-By
4. M

68. A book about the St. Lawrence River

1. L
2. R-Sc
3. C-Cor
4. Se-Sz

69. The real name of Mark Twain

1. M
2. Cos-D
3. T-V
4. A-Ba

70. A book about Benjamin Franklin

1. Fl-G
2. A-Ba
3. Be-By
4. E-Fi

SPACE FLIGHT

629.1 Ley, Willy.
L Space stations. Illustrations by John Polgreen. Simon, c1958.

71. The author of this book is:

1. Simon
2. Willy Ley
3. SPACE FLIGHT
4. John Polgreen

72. The title of this book is:

1. Space Stations
2. Simon
3. SPACE FLIGHT
4. Willy Ley

73. This book is:

1. fiction
2. reference
3. biography
4. nonfiction

74. This card is:

1. an author card
2. a title card
3. a subject card
4. a cross reference card

75. The publisher of this book is:

1. Willy Ley
2. John Polgreen
3. Space Stations
4. Simon

76. The illustrator of this book is:

1. Simon
2. SPACE FLIGHT
3. John Polgreen
4. Willy Ley

SPACE FLIGHT

629.1 Ley, Willy.
L Space stations. Illustrations by John Polgreen. Simon, c1958.

77. The call number of this book is:

1. 629.1
   L
2. c1958
3. L
4. 629.1

78. The copyright date of this book is:

1. 1958
2. 629.1
   L
3. 1859
4. 629.1

79. The subject of this book is:

1. Willy Ley
2. Simon
3. SPACE FLIGHT
4. John Polgreen

80. The call number of this book stands for:

1. the title of the book
2. the subject and the author's last name
3. the date the book was written
4. the publisher

Directions: Identify each of the catalog cards at the left.

Card I

Dinosaurs

see

Animals, Extinct

81. This card is:

1. a subject card
2. an author card
3. a title card
4. a cross reference card

Card 2

H Henry, Marguerite.
King of the wind. Illustrated by Wesley Dennis. Rand, McNally, c1948.

Newbery Medal, 1949.

82. Card 2 is:

1. a title card
2. a subject card
3. an author card
4. a cross reference card

Card 3

King of the wind

H Henry, Marguerite.
King of the wind. Illustrated by Wesley Dennis. Rand, McNally, c1948

Newbery Medal, 1949

83. Card 3 is:

1. a subject card
2. a title card
3. an author card
4. a guide card

Card 4

Twain, Mark, pseudonym

see

Clemens, Samuel Langhorne.

84. Card 4 is:

1. a title card
2. a cross reference card
3. an author card
4. a subject card

Card 5

HORSES--STORIES

H Henry, Marguerite.
King of the wind. Illustrated by Wesley Dennis. Rand, McNally, c1948

Newbery Medal, 1949

85. Card 5 is:

1. a subject card
2. a title card
3. a cross reference card
4. an author card

Card 6

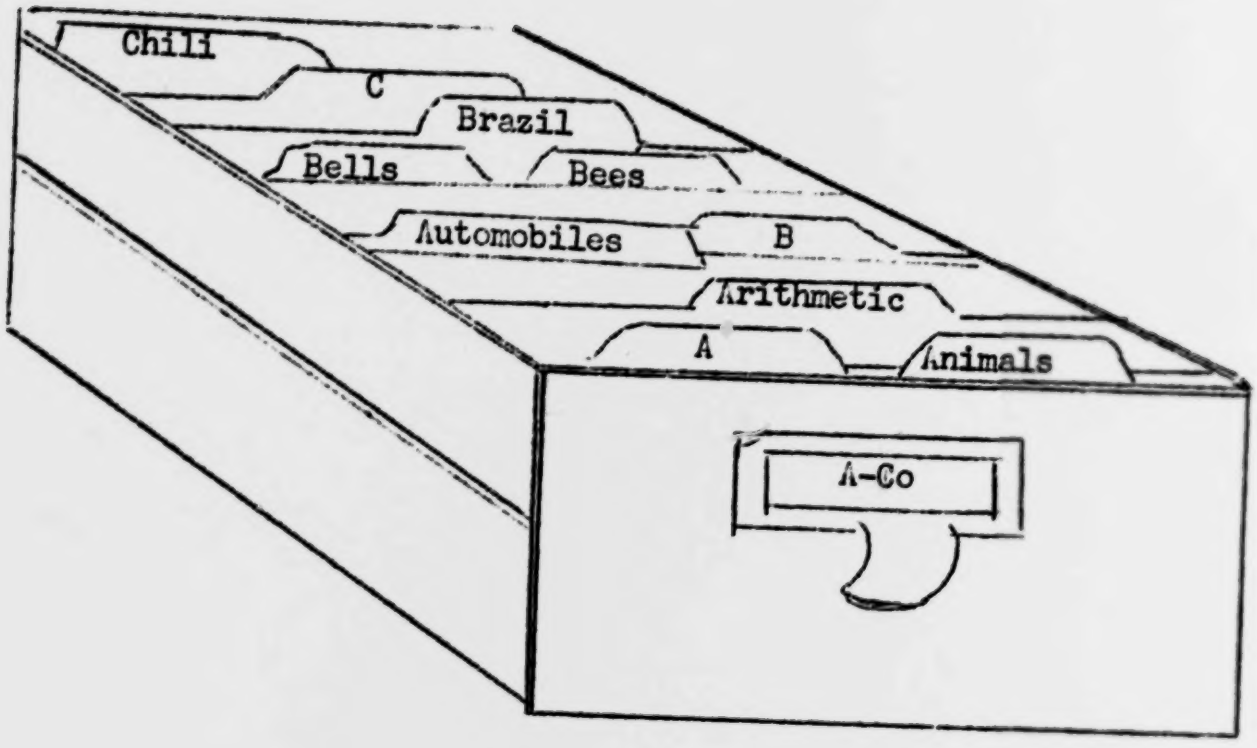
Transportation

see also

Aeronautics
Automobiles
Bridges
Cable Cars
Harbors
Motor Buses
Motor Trucks
Railroads
Roads
Ships

86. Card 6 is:

1. a title card
2. an author card
3. a guide card
4. a cross reference card



Directions: Above is a diagram showing six guide cards in a catalog drawer. Choose the right guide card behind which you would find the following books:

87. Bells for A Chinese Donkey

1. CHILE
2. BEES
3. AUTOMOBILES
4. BELLS

88. Animal Babies

1. ANIMALS
2. A
3. ARITHMETIC
4. BEES

89. A book by Ann Brown

1. BEES
2. BELLS
3. BRAZIL
4. CHILE

90. A book about banks

1. AUTOMOBILES
2. BEES
3. B
4. BELLS

91. A book by Ann Nolan Clark

1. ANIMALS
2. CHILE
3. ARITHMETIC
4. C

92. A book about balloons

1. AUTOMOBILES
2. BEES
3. BELLS
4. B

93. A Boat For Peppe

1. ANIMALS
2. BELLS
3. BEES
4. CHILE

94. A book about California

1. C
2. BEES
3. AUTOMOBILES
4. CHILE

DEWEY DECIMAL SYSTEM OF CLASSIFICATION

The Dewey Decimal System of Classification is divided into the following ten classes:

000-099....General works	500-599....Pure Science
100-199....Philosophy, Psychology	600-699....Useful Arts, Applied Sciences
200-299....Religion, Myths	700-799....Fine Arts, Recreation
300-399....Social Sciences	800-899....Literature
400-499....Language	900-999....History, Geography, Travel, Biography

Directions: Choose the main class of the Dewey Decimal System of Classification in which you would find the following books:

95. Dictionaries

1. 900-999
2. 400-499
3. 500-599
4. 800-899

96. Books about insects

1. 300-399
2. 200-299
3. 700-799
4. 500-599

97. Books about music

1. 700-799
2. 500-599
3. 300-399
4. 900-999

98. Books about the postal service

1. 200-299
2. 800-899
3. 700-799
4. 300-399

99. Books about mythology

1. 600-699
2. 400-499
3. 500-599
4. 200-299

100. Books about airplanes

1. 600-699
2. 100-199
3. 800-899
4. 200-299

101. Books about poetry

1. 900-999
2. 300-399
3. 800-899
4. 500-599

102. Encyclopedias

1. 000-099
2. 400-499
3. 600-699
4. 500-599

103. Books about American history

1. 100-199
2. 500-599
3. 900-999
4. 600-699